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ABSTRACT

Two draft courses of study together with some suggested learning activities are presented for initial tryout and experimentation: 1) Women's Studies - Women in American History; and 2) HIStory and HERstory: Changing Roles of the American Women. These experimental curriculum materials may serve as resource for an option, an alternative, an elective, a mini course or as a supplement for existing courses. Feedback from experiences with these materials will help shape the future publication. The teaching of concepts and the development of skills are major considerations in the implementation of this project. The galaxy of courses, options and teaching modules in the secondary schools can serve as a valuable curriculum resource for supervisors and teachers to meet the demands for meaningful materials. A bibliography and a list of women's studies organizations is also included. (FDI)

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HISTORY AND SOCIAL SCIENCE RESOURCE BULLETIN

WOMEN STUDIES

WOMEN IN AMERICAN HISTORY

HERSTORY - CHANGING ROLES OF AMERICAN WOMEN

LEARNING MATERIALS AND ACTIVITIES

ELECTIVE - OPTION - ALTERNATE

MINI COURSES

MODULES - ENRICHMENT FOR EXISTING COURSES

FOR

SECONDARY SCHOOLS

SP 005 177

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HISTORY AND SOCIAL SCIENCE RESOURCE BULLETIN

WOMEN STUDIES

WOMEN IN AMERICAN HISTORY

HERstory - Changing Roles of American Women

Learning Materials And Activities

Elective - Option - Alternate

Mini Courses

Modules - Enrichment for Existing Courses

FOR

SECONDARY SCHOOLS

Sp 005 177

PRELIMINARY EDITION

1972-73

INTRODUCTION

Two draft courses of study together with some suggested learning activities are presented for initial tryout and experimentation. Schools may select and adapt Womens' Studies - Women in American History or HERstory - Changing Roles of American Women for use at the secondary level. The social studies curriculum encourages flexibility, experimentation, innovation, options and alternates. The teaching of concepts and the development of skills are major considerations.

These experimental curriculum materials may serve as resource for an option, an alternate, an elective, a mini course or as a supplement for existing courses. Feedback from experiences with these materials will help shape the future publication.

Women's Studies - Women in American History was a staff project of the Bureau of Social Studies. HERstory - Changing Roles of A American Women was prepared by Beth Millstein, Teacher of Social Studies, Adlai Stevenson High School. The galaxy of courses, options and teaching modules in the secondary schools can serve as a treasure-trone of curriculum resources for supervisors and teachers to meet the demands for meaningful materials.

The Bureau of Social Studies is prepared to assist supervisors and teachers in the sharing and distribution of curriculum resources. These should be sent to:

Dr. Leonard W. Ingraham, Director
Bureau of Social Studies
131 Livingston Street
Brooklyn, New York 11201

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Theme I - Women's Role in America

A. How women played an important role in Early America

1. Indian Women and their role
2. With explorers and early settlers
   a. At Jamestown
      Pocahontas
      "Tobacco Brides"
   b. On the Mayflower and at Plymouth

B. What was women's status in Colonial days

1. As Colonial farmer's wife
   a. Life and activities
   b. Some female proprietors

2. Dissenters
   Anne Hutchinson

3. Lack of opportunities
   a. Legal, social and political restrictions
   b. Educational discrimination

4- Indians and blacks

C. How American Revolution started women on the road to freedom

1. Women's first great cause
2. As colonial politicians without the vote
   a. Use of courage, wiles and ingenuity
   b. Boycott of Tories and British goods.

3. Case studies of: Abigail Adams
   Mercy Otis Warren

4. Women in the war

D. How women went West

1. Some who went West

2. Pioneer farms - a partnership of man and wife
   Women's responsibilities

3. Case study: Sacajawea

E. How Women Fought against Slavery

a. At Jamestown
Pocahontas
"Tobacco Brides"
b. On the Mayflower and at Plymouth

B. What was women's status in Colonial days

1. As Colonial farmer's wife
a. Life and activities
b. Some female proprietors

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E. How Women Fought against Slavery

1. Women in slavery

2. Abolitionists
a. Black - Sojourner Truth, Harriet Tubman
b. White - Grimke Sisters, Harriet Beecher Stowe

3. Women's struggle for rights of others

F. What Were the Effects of Civil War on Women

1. Impact of the war on women and family structure

2. New tasks, responsibilities and occupations
a. Paid employment as female clerks, bookkeepers, secretaries
b. Government service - nurses, hospital attendants and cooks.
c. Few women served as soldiers, spies, scouts, guides and sobatears.

3. After the war - black and white women
a. Teachers in freedman's schools, pension claims agents, rehabilitation workers with soldiers and refugees.

4. Case studies: Clara Barton
Dorothea Dix
Charlotte Forten

Understandings and related concepts

	Understandings	Concepts
1.	Women contributed to development of America	Societies draw upon ideas from other cultures (A-S).
2.	Women were in the forefront in the fight for human rights and freedom	Change is an inevitable condition of life. (H).
3.	Women were discriminated against in early America.	Democratic governments provide protection for the rights of individuals and minority groups (P.S).
4.	Women made their mark in war and peace.	The environment in which a person lives greatly affects opportunities for personal growth and development. (A-S)
5.	Black and white women fought slavery.	All persons are born free and equal in dignity and rights (C.b.)
6.	Women showed strength in managing and caring for their families during wars.	Change at variance with goals has also taken place. (H)
7.	Women demonstrated courage.	Human beings are much more alike than different. (A-S)

LEARNING ACTIVITIES - WOMEN STUDIES

Theme I Women's Role in America

Suggested Learning Activities for

Inquiry - Discovery
Independent Study
Research - Debates

PERSONS TO IDENTIFY AND TERMS TO DEFINE

Addams, Jane
American Woman Suffrage Association
Anthony, Susan B.
Atkinson, Ti-Grace
Barton, Clara
Mary McLeod Bethune
Bloomer, Amelia
Coeducation
Dix, Dorothea
Fifteenth Amendment
Fourteenth Amendment
Garrison, William Lloyd
Grimke Sisters
Howe, Julia Ward
Lyon, Mary
Miner, Virginia
Mott, Lucretia
Mott, Lydia
National Woman Suffrage Association
Nightingale, Florence
Oberlin College
Pankhurst, Emmeline
"The Revolution"
Roosevelt, Eleanor
Sanger, Margaret
Second-class citizen
Stanton, Elizabeth Cady
Steinem, Gloria
Stowe, Harriet Beecher
Thirteenth Amendment
Sojourner Truth
Tubman, Harriet
Vassar College
Willard, Emma
Willard, Frances E.
Wollstonecraft, Mary
W.C.T.U.
Wright, Frances

Topics for Debates or Panel Discussions

Resolved, That the objection of indelicacy and impropriety, which is often brought against woman when she addressed a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert, or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Independent Study
Research - Debates

PERSONS TO IDENTIFY AND TERMS TO DEFINE

Addams, Jane
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Resolved, That the objection of indelicacy and impropriety, which is often brought against woman when she addressed a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert, or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.

Resolved, Marriages and motherhood for girls, education and careers for boys.

Prepare a set of biographical sketches or radio scripts on:

Women spies in American Revolution, Civil War, World War I and II.

Compare: Position of women living in (a) Plymouth Colony (b) Virginia Colony (c) Revolutionary era (d) Civil War period (e) Frontier days (f) Covered Wagon days.

Attitude of women toward marriage in 17th century with ideas of women toward it today.

Property rights of women in 17-18 centuries and today.

Susan B. Anthony and Women's Liberation Fighters of Today.

Man's world, Woman's place.

Prepare chart or graph:'

Steps in Women's suffrage movement

Women's employment by major occupational groups

Bulletin Board

Pictures, poster, cartoons, newspaper headlines, women's magazines of:

Women's Rights - 1607-1870
Women's Liberation 1870-1973
Equal Rights For Women

Interpretation of Poetry

The following poem was written by Lady Winchelsea in the 17th Century.

Debarred from all improvements of the mind,
And to be dull, expected and designed....
Alas! a woman that attempts the pen,
Such a presumptuous creature is esteemed,
The fault can by no virture be redeemed.
Good breeding, fashion, dancing, dressing, plav,
Are the accomplishments we should desire;
To write, or read, or think, or to enquire,
Would cloud our beauty, and exhaust our time,
And interrupt the conquests of our prime,
Whilst the dull manage of a servile house
Is held by some our utmost art and use.

Atlantic Monthly March 1970 P.83

Questions for Discussion

How does the poetry reflect the times?
What might be the content of a similar poem of the 1970's?

There is a tide in the affairs of women,
Which taken at the flood, leads
-- God knows where.

- Byron, Don Juan

Pictures, poster, cartoons, newspaper headlines, women's magazines of:

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Questions for Discussion

What is Byron's attitude toward women?
How does Byron reflect the attitudes of his times?
What reaction might a woman have to this poem?

Quotations and Statements for motivation, discussion, further inquiry and research.

It's a Man's World - Woman's place is in the home.

I don't think brains have any sex
Margaret Mangam, New York State Supreme Court Justice

Indeed it is difficult to imagine any creature more attractive than an American beauty between the ages of fifteen and eighteen. There is something in the bloom, delicacy and innocence of one of these young things that reminds you of the conceptions which poets and painters have taken of angels.
James Fenimore Cooper (1828)
Conspectus I P. 346
Annals of America

I ask no favor for my sex. All I ask of our brethern is that they take their feet off our necks.
Sarah Grimke' (1837)

We hold these truths to be self-evident: that men and women are created equal....

Seneca Falls Declaration of Sentiments and Resolutions July 18, 1848

We will have every arbitrary barrier thrown down
We would have every path laid open to women as freely as to men.

Margaret Fuller

Pray to God - SHE will help you

Susan B. Anthony
Elizabeth C. Stanton Conspectus I
P. 198
Annals of America

The rights of the citizen of these United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

XIX Amendment to Constitution

Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Proposed Women's Rights Amendment
XXVII

"Man meekly submits to be the hewer of wood, the drawer of water, and the beast of burden for the superior sex."

James F. Muirhead - A Scots traveller in 1898.

In the 1970's Women own about three fourths of the stocks and bonds, seventy per cent of the insurance policies and sixty-five per cent of all savings accounts. They out number men by five million.

"He" turns up three times as often as she". "Boy" occurs twice as often as "girl" in 1,045 of the most frequently used elementary school reading materials. "Wife" is mentioned three times as often as "husband"; males are mentioned more in all other family relationships except that of mother-father.

American Heritage Word Frequency Book.
John B. Carroll. Houghton-Mifflin 1971.

THEME II WOMEN'S STRUGGLE FOR EQUALITY

A. How Women Fought For Their Rights

1. Disabilities - Political, Social, Economic, Legal
(See Theme I)

2. Seneca Falls Convention 1848
a. List of grievances
b. Comparison with Declaration of Independence

3. Post Civil War Amendments
Women denied the right to vote and equal rights

4. Case Studies:

Emma Willard; Susan B. Anthony; Margaret Fuller;
Elizabeth C. Stanton; Lucretia Mott

B. How Women Broke the Education Barriers

1. Female Seminary, Troy, N.Y. 1821
Refuted belief that mental exertion would damage woman's brain

2. Establishment of private womens' colleges
Mount Holyoke (1836); Vassar (1861) Wellesley (1870)
Smith (1871) Bryn Mawr (1880)

3. Co-educational public colleges in the west.

4. Public elementary schools for girls by latter part of XIX century.

5. Medical education for women - a curiosity before first half of XIX century
Case study: Elizabeth Blackwell.

C. How Women Used organizations to Advance their causes.

1. Alcohol - Women's Christian Temperance Union - Carrie Nation

2. Suffrage - Campaign for "Anthony Amendment" - (XIX Amendment) Susan B. Anthony, Elizabeth Stanton, Lucy Stone.

3. League of Women Voters - (XXVI Amendment)

4. Population Control - Margaret Sanger

5. Aid to poor - Jane Addams; Lillian Wald; Emma Lazarus.

6. Religion - Women missionaries in west.

D. How Women Moved into Labor Movement

1. Employment of women and children in early factories
a. Low wages, long hours, no advancement
b. Discrimination in wage rates
c. Sweatshops

2. Seneca Falls Convention 1848
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   c. Sweatshops

2. National Women's Trade Union League 1905

3. Trade Union Organizations - Case Study: Rose Schneiderman.

4. Women in Unions today.

E. How Women Served in World War I and II

1. Wartime services
   a. Industry and armed services
   b. Extension of rights and privileges
   c. Flappers and fashions
   d. Case Studies - Alice L. Roosevelt; Eleanor Roosevelt; Frances Perkins.

F. What Were Some Careers Women Pursued

1. Advertising, fashion, communication, interior decoration and cosmetics.
2. Communications - Editors, columnists, commentators.
3. Entertainment - stage, radio, television
4. Government service - judges, senators, representatives, office holders and employees.
5. Education
6. Sports and recreation
7. Case studies: Constance Motley; Margaret Chase Smith; Shirley Chisholm.

G. Who were Some Creative Women

1. Art - painting, sculpting
2. Music
3. Literature
4. Performing Arts
5. Films
6. Science
7. Case studies - Select persons from each field.

H. Why Have Women Become More Militant in the Seventies

1. Unfulfilled equality
2. Recommendations of Presidents' Commission on the Status of Women
3. Women's rights amendment
4. War/Peace issue
5. Changing role in the family

I. How Women Have Become More Militant

1. Demands
2. Organizations - National Organization of Women
3. Case Studies of selected leaders

Understandings and Related Concepts

Understandings	Concepts
1. Women have overcome numerous forms of discrimination.	Progress involves change toward a desired goal. (H)
2. Women have achieved outstanding success in many fields.	All persons have the right to an education that will insure maximum development and fulfillment. (C.L.)
3. Women had many leadership roles.	The environment in which a person lives greatly affects opportunities for personal growth and development. (A-S)
4. Women contributed to efforts for war, peace and human betterment.	Cultural contributions are not the monopoly of any ethnic group. (A-S).

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3. Women had many leadership roles.	The environment in which a person lives greatly affects opportunities for personal growth and development. (A-S)
4. Women contributed to efforts for war, peace and human betterment.	Cultural contributions are not the monopoly of any ethnic group. (A-S).
5. Ethnic women have broken social, economic and political barriers.	No significant differences exist in the inmate intelligence and capabilities of human beings from varying racial and ethnic backgrounds. (A-S)
6. Battle for equality for women continues.	Change is constant in history. (H)

THEME II WOMEN'S STRUGGLE FOR EQUALITY

Suggested Learning Activities for:

Inquiry - Discovery
Independent Study - Simulations - Research - Role Playing

Ask Students to:

Bring into class one or two cartoons which depict the women's movement or liberated women. Have committee prepare bulletin board with selected cartoons or prepare overhead transparencies.

Questions based on cartoons:

How does the cartoon communicate its point of view?

What is the message of the cartoon?

Is the cartoon fair?

Collect pictures of women who made outstanding contributions. Prepare brief essays or short biographical sketches. For discussion: Why should each be included among "Famous Americans".

Prepare a cartoon or collage either attacking women's liberation or taking the opposite position.

Analyze the coverage that women's liberation gets in the press.

Prepare a tape or radio script to express a concept about women, e.g. "a woman"s place is in the home;" "Equal work, equal pay"; "Man's world, Woman's place."

Maintain a diary or journal in which the main focus will be feelings, thoughts and events that pertain to sex roles - i.e. household chores.

Collect and analyze advertisements which create a "feminine mystique". Have students explain how the advertisements exploit or insult women.

Look up reviews of books written by women.

Questions for inquiry and discussion:

Is there a difference in reviews by men and women? Are there extraneous comments? Give examples.

Should there be family planning?

Committee or Independent Research

Examine: The various religions and their different attitudes toward the role of women. The developing sex roles in young children e.g. girls-dolls; boys-chemistry sets.

Analyze women's magazines for differences in articles, advertisements, readership attitudes.

Ask Students to:

Bring into class one or two cartoons which depict the women's movement or liberated women. Have committee prepare bulletin board with selected cartoons or prepare overhead transparencies.

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Analyze women's magazines for differences in articles, advertisements, readership attitudes.

Collect comic strips that have girls and/or women as characters in them. Choose one or two and explain the role of women in them.

Review a few popular motion pictures. How do they depict women? Do papular films use women performers to promote the sale of tickets of admission?

Choose a popular situation comedy on TV. Do the men seem as "silly as the women". Explain

The Equal Rights Amendment would eliminate all legal distinctions between men and women. Find out some of legal differences between men and women. How might the proposed Amendment affect you?

Many professional and non-professional occupations are sex typed. Prepare a report including examples of such jobs, possibility of women entering such jobs, union attitude and policies. "Sexual Stereotypes" - Do they exist? What is the meaning? What affirmative action can be taken to eliminate them?

For Panel Discussion or Role Playing

Male versus Female - A discussion on a controversial issue involving "Women's Rights"

A woman applies for a job formerly held by a man.

Kinder, Kirche, Kuche - A mother ought not work.

Should women be permitted to join all male sport teams?

Invite a leader of women's liberation movement to speak to class. Follow-up with class questions or interview panel or use "Meet the Press" format.

Surveys and Research:

Women public office holders in New York City, New York State, Federal Government, women ministers, rabbis, doctors and other professions in the U.S. with a comparison to men. Women teachers in a selected college, rank and salary as compared to men.
Women leaders of countries of the world.
Compare status of Negro and white women as well as other memorities in occupations, salaries received and compared with men in these occupations.

Interpretation of Data

PROFILE OF THE TYPICAL WOMAN WORKER: 1920 and 1970

	1920	1970
Age	28 years old.	39 years old
Marital Status	Single.	Married and living with her husband.
Occupation	Most likely to be a factory worker or other operative. Other large numbers of women in clerical, private household, and farm work. Occupational choice extremely limited.	Most likely to be a clerical worker. Many other women in service work outside the home, factory or other operative work. About 500 individual occupations open to her.
Education	Only 1 out of 5 seventeen-year-olds in the population a high school graduate.	High school graduate with some college or post-secondary-school education.
Labor Force Participation	Less than one-fourth (23 per cent) of all women 20 to 64 years of age in the labor force. Most apt to be working at age 20 to 24 (38 per cent). Participation rate dropping at age 25, decreasing steadily, and only 18 per cent at age 45 to 54. Less than 1 out of every 5 (18 per cent) women 35 to 64 years of age in the labor force.	Almost half (49 per cent) of all women 18 to 64 years of age in the labor force. Most apt to be working at age 20 to 24 (57 per cent). Labor force participation rate dropping at age 25 and rising again at age 35 to a second peak of 54 per cent at age 45 to 54. Can expect to work 24 to 31 more years at age 35.

Source: U.S. Department of Labor, Women's Bureau

What conclusions can be drawn from the data?

.. Statistics on the Economic Status of Women Workers

1. Wage or Salary Income of Full-Time Year-Round Workers, by Sex

Year	Median wage or salary income		Women's median wage or salary income as a per cent of men's
	Women	Men	
1955	$2719	$4252	63.9
1960	3293	5417	60.8
1965	3823	6375	60.0
1968	4457	7664	58.2

2. Earnings of Full-Time Year-Round Workers, by Sex, 1968

Earnings	Per Cent of Women Workers	Per Cent of Men Workers
Total	100.0	100.0
Less than $3000	20.0	7.5
$3000 to $4999	40.0	12.6
$5000 to $6999	26.0	21.3
$7000 to $9999	10.9	30.9
$10,000 to $14,999	2.5	19.5
$15,000 and over	.4	8.2

3. Expected Salaries for June College Graduates, by Sex and Selected Field (1970)

Field	Average monthly salary	
	Women	Men
Accounting	$746	$832
Chemistry	765	806
Economics, finance	700	718
Engineering	844	872
Liberal Arts	631	688
Mathematics, statistics	746	773

Source: Frank S. Endicott, *Trends in Employment of College and University Graduates in Business and Industry* (Northwestern University, 1970). Figures based on jobs and salaries offered by 206 companies during campus recruitment.

4. Median Wage or Salary Income of Full-Time Year-Round Workers by Sex and Selected Major Occupational Group, 1968

Major occupation group	Median wage or salary income		Women's median wage or salary income as a per cent of men's
	Women	Men	
Professional and technical workers	$6691	$10,151	65.9
Nonfarm managers, officials, and proprietors	5635	10,340	54.5
Clerical workers	4789	7351	65.1
Sales workers	3461	8549	40.5
Operatives	3991	6738	59.2

Source (for tables 1, 2, and 4): U.S. Department of Commerce, Bureau of Census, *Current Population Reports*

5. Median Annual Salaries of Full-Time Employed Civilian Scientists by Field, 1968

Field	Median annual salary	
	Total	Women
All fields	$13,200	$10,000
Chemistry	13,500	9,000
Earth and marine sciences	12,900	9,500
Atmospheric and space sciences	13,400	11,300
Physics	14,000	10,200
Mathematics	13,000	9,400
Computer sciences	14,100	11,800
Biological sciences	13,000	9,900
Psychology	13,200	11,500
Statistics	14,900	12,000
Economics	15,000	12,000
Sociology	12,000	10,000
Anthropology	12,700	11,000
Political science	12,000	9,700
Linguistics	11,500	9,600

Source: National Science Foundation, *National Register of Scientific and Technical Personnel, 1968*

What conclusions can you draw from Statistics 1, 2, 3, 4, 5?

What changes, if any, have been noted in the last year?

Quotations, Statements and Data*

For Motivation, discussion, further inquiry and research.

Black women are the lowest paid members of the work force; a black man with an eighth-grade education has a higher median income than a black women with some college education.

Spanish-speaking women are somewhat alienated from Women's Liberation.

Los Angeles Black Activist Althea Scott says, "White women liberationists talk about the difficulties of getting into graduate or professional school. We talk about getting jobs in the five and ten. We're on the nitty-gritty level. Just let black women struggle at their own rate. They'll see they are women."

Journalism

1971 - 44 percent of journalism students were women
1951 - 35 percent of journalism students were women.

1971 - 35 percent of editorial personnel on American newspapers were women.
1950 - Approximately same as 1971.

1971 - 45 percent of 5,941 "professional" employees on magazines were women. (Most of these women work for womens' magazines)

Broadcasting women fare little better on TV and radio news. Seen more as broadcast reporters on local programs.

Courts

1972 - No woman justice on the Supreme Court.
1972 - Among 97 federal appeal court judges, there was 1.
1972 - Of 402 federal district court judges, 4 are women.

Government

1972 - Of 93 federal district attorneys - all are men.

Law Students

1971 - 9.3 percent of total number of law students were women.
1960 - 3.6 percent .....

Lawyers

1972 - 2.8 percent of lawyers are women
9000 women lawyers out of total 325,000.
1962 - In West Germany, 33. percent of lawyers were women
In Russia 36. percent of lawyers were women.

Law Enforcement

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Law Enforcement

1972 - 1.5 percent of police forces in U.S. were women
In NYC - Gertrude Schimmel was first Police Captain and Deputy Inspector.

Crime

Women commit far fewer serious crimes than men.
1970 - 1,058,169 arrest of men
1970 - 215,614 arrests of women
1970 - 3 to 4 percentage of prisoners in federal and state prisons are women.

* Adapted from Time, Special Issue The American Women, March 20, 1972.

Education

1970 - 50.5 percent of total graduated from high school were girls
1970 - 41 percent of college enrollment women
1970 - 59 percent of college enrollment men.

Graduate Degrees

1971 - Women received 40 percent of M.A.'S
1971 - Women received 43 percent of B.A.'S

Teaching

1971 - 85 percent of elementary teachers were women
21 percent were Principals.
1970 - 20 percent of college and university faculties were women.

Salaries

1970 - Average annual income of college-educated women over 25 is 5,1252 Less than a similarly-educated man.
1970 - Average annual income of high school educated over 25 is 3,987 less than a man with the same diploma.

Medicine

1971 - 7.6 percent of 345,00 doctors were women
1961 - 6.0 percent of 260,000 doctors were women
1971 - 1 percent of surgeons were women
20 percent of pediatricians were women
13,8 percent of anesthesiologists were women
12.9 percent of psychiatrists were women
6.8 percent of obstretricians were women
5.2 percent of internists were women.

Medical Students

1971 - 13.5 percent of incoming medical students were women
1968 - 9. percent of incoming medical students were women
1961 - 7 percent of incoming medical students were women.

Income

1970 - Average female employee took, 59 percent as much as similarly employed male.
1955 - Average female employee earned 64 percent of wages paid to a similarly employed men.
1971 - 7 percent of women at work earned $10,000 or more per year.
40 percent of men at work earned $10,00 or more per year.

HIStory or HERstory: Changing Roles of the American Woman

Submitted by Beth Millstein, Teacher Social Studies
Adlai Stevenson High School

Theme I The Problem

1. Why a course on American women - why status of women and children are important clues in understanding a culture.
2. Parallels to past coverage of Blacks and other minority groups.
3. Stereotypes - or "Why Can't a Woman Be More Like A Man?"
4. Definition of areas to be discussed, goals techniques.

Theme II School: A Case Study in Different Roles (to be determined by students in committee and then used to create hypotheses.)

1. Composition of school: professional staff (administration, chairmen, faculty by subject area), service personnel.
2. Curriculum: % of boys, girls in given courses: i.e. advanced math, science, art, shops. Comparison of physical ed. programs.
3. Student activities: % of boys, girls in clubs, gov't, nature of club leadership; % of boys, girls in honors program, College Bound, Basic Skill classes.
4. Behavior: Different expectations for boys and girls? Who has an easier time? privileges, types of referrals for boys, girls.
5. Hypotheses: does the school follow a typical pattern in role-playing and role expectation? Generalizations.

Theme III How Did We Get Where We Are? - overview of women in American life from 1607-present.

1. Earliest American women - Pueblos of Southwest: women in nomadic tribes.
2. Role of women in Europe in 1500's and 1600's.
3. Status vs. realities of lives of colonial women.
4. Abigail Adams - "Remember the Ladies".
5. Effect of the frontier experience of women.
6. Slave women.
7. Women's education.
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8. Women's Rights Convention, 1848: Case studies of Lucretia Mott, Elizabeth Cady Stanton, Sojourner Truth.

9. Effect of Industrial Revolution and Urbanization of Women's Roles.

10. Contrast between women's tasks and Victorian idealization.

11. Diversity of opinions as to where and how women's reform should go: Addams, Anthony, Gilman, Woodhull.

12. Evaluation of above analyses.

13. Suffrage - the symbolic cause: why symbolic, how achieved, value.

14.) The New Woman of the Twentieth Century - war, automation.
15.)

16. The Pill and the Sexual Revolution.

17. The Family and Home - changing patterns.

18. Betty Friedan and The Feminine Mystique.

19. The Birth of Women's Liberation - Why

20. How

21. Who: Green, Steinem, Abzug, etc.

22. Evaluation: Have You Come a Long Way, Baby?

Theme IV The Socialization of Women

1. Are there physiological differences between men and women?

2. Are there psychological differences: male and female traits?

3. Attempt at definition - What is a woman, man?

4. How do women learn to play their roles? - fashion, manners, mother

5. What do women learn from the media? - cartoons, Sesame Street, commercials, magazines, literature.

6. Should men and women be allowed more choice in roles?

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Theme V The Role of Women in the 1970's.

A. Family Patterns (Role Playing)

1. affect of longevity.

2. marriage: why, age, function.

3. Children: why, population explosion and its effect on women, The Pill.

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6. Alternatives to present family life: effect on women, children, men.

B. Religion

1. Role of women in various American religions.

2. Affect of religion on women's role in American society.

C. Women in the Labor Force

1. Working wives: who, why, how many

2. A man's world? - wage gaps, sex-typing, women in poverty, high cost of keeping women down?

3. Advancement in protection; want ads, hours and conditions, unions, do women have to be "protected"?

4. Do women want careers or jobs?

5. Does education help or hurt?

6. What should a high school girl train for?

D. Legal Equality

1. What does "women's equality" mean?

2. Current legislation

3. Legal restrictions on women: credit, business, property, juries.

Theme VI Black Women - Case Study of a Special Problem. (based largely on To Be a Black Woman: Portraits in Fact and Fiction, ed. Watkins and David, 1971.)

1. The Burden of Oppression

2. Black on White; the Black Woman in the White World.

3. Black on Black; the Black Woman in the Black World.

4. A Heritage Rediscovered; the New Black Woman.

Theme VII Toward the Future

1. Women's Organizations - diversity in methods and goals

2. Role of the Moderate Woman

3. Will there be a new man?

4. Demands: child care, abortion, equality.

5. Methods: suits, confrontation

6. How do other groups feel: women, white and black men.

7. Where to and how.

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AUDIO-VISUAL MATERIALS

MULTI-MEDIA KIT

The Silenced Majority: A Woman's Liberation Multi-Media Kit.
5 F/S, 5 Records, posters, et al. (color)
Media Plus, Inc.,
60 Riverside Drive
New York, New York 10024

SOUND FILMSTRIPS

Women: The Forgotten Majority
2 color filmstrips, 2 records
Denoyer-Geppert
Times-Mirror
5235 Ravenswood Avenue
Chicago, Illinois 60640

MOTION PICTURES

Modern Woman, B/W, 60 minutes - Indiana University
Bloomington, Indiana 47401

The Women Get the Vote b/w, 27 minutes
Contemporary/McGraw-Hill
330 West 42 Street
New York, New York 10036

Life, Death, and the American Woman
ABC Media Concept Films
1330 - 6 Avenue
New York, New York 10019

Women's Lib (Color Sound Filmstrips)
Current Affairs Films
527 Madison Avenue
New York, New York

WOMEN STUDIES

ORGANIZATIONS

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Chicago, Ill. 60649.

Women: A Journal of Liberation, 3028 Greenmount Avenue,
Baltimore, Md. 21218.

Berkeley Women's Liberation Basement Press, P.O. Box 6323,
Albany, California 94706 (distributes West Coast papers)

Women's Bureau, U.S. Department of Labor, Washington, D.C.
Leaflet # 10 lists stock of pamphlets.

The Group, 42 1/2 St. Marks Place, New York, New York 10003
(List of literature available).

Witch, P. O. Box 694, Stuyvesant Station,
New York, New York 10009